

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Non-Public School - 12PV225**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mrs. Kathleen Leahy

Official School Name: Saint Martin de Porres School

School Mailing Address: 122 Cedar Valley Road  
Poughkeepsie, NY 12603-4827

County: Dutchess State School Code Number\*:

Telephone: (845) 452-4428 E-mail: d525@adnyeducation.org

Fax: Web site/URL: smartindeporryschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Timothy McNiff Superintendent e-mail: dr.timothy.mcniff@archny.org

District Name: Archdiocese of New York District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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12PV225

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 4

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	45	45	90		6	13	22	35
K	17	20	37		7	17	13	30
1	29	38	67		8	18	15	33
2	16	22	38		9	0	0	0
3	15	22	37		10	0	0	0
4	16	20	36		11	0	0	0
5	12	26	38		12	0	0	0
Total in Applying School:								441

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
6 % Asian  
6 % Black or African American  
3 % Hispanic or Latino  
2 % Native Hawaiian or Other Pacific Islander  
78 % White  
5 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2010	441
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 6

Number of non-English languages represented: 2

Specify non-English languages:

Spanish and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

Total number of students served: 18

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>6</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>26</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 32:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

The motto of St. Martin de Porres School (“SMDP”) is “*Experience the Excellence.*” The culture of and drive toward excellence is, indeed, a palpable experience. Utilizing all the 21st Century tools at hand – technology, data analysis, research-proven teaching methods, individualized care and attention – SMDP is one of the premier schools in the Hudson Valley. The consistently high achievement on standardized test scores is one indication of this culture of excellence. Another is that excellence breeds success, and this is evidenced by the fact that – while other Catholic schools in the area are closing – SMDP enrollment has increased by 40 percent in the last four years, and there are waiting lists for many of its classes. *NB: This increase does not include those students SMDP accepted from area closing Catholic schools, and – when counting the PK program begun in 2009 – enrollment has grown by 70 percent.*

The strength of SMDP is found in its faith. The spiritual and values-based formation that each child receives is the springboard from which their academic and physical development flourishes. The pastor, principal, and priests of the parish greet each child and family as they enter and exit the school every day. Students lead the school-wide morning prayers that are video conferenced to the smart boards installed in every classroom. Parents are actively engaged in the parish and community activities, as well as their educational partnership with the school. The principal, faculty and staff approach this spiritual formation with enthusiasm and focus, resulting in the fact that SMDP scores consistently in the top 10 percent of schools on the Archdiocesan Religion Final administered each year.

SMDP’s motto, *Experience the Excellence*, is put into action every day. Classrooms are abuzz with children happily and busily focused on their learning tasks. Parents are active partners with the school: accessing their child’s progress through the Student Information System, nightly checking homework and classroom messages on the school website, volunteering and performing community service with their children, and communicating with the school through email, newsletters, and blast communications. SMDP faculty is serious about professional development: together they study current educational publications, and individually they hone their teaching craft with workshops and courses. The principal is an instructional leader in every sense of the term: a constant presence in classrooms, hallways, lunch, and recess; a leader who knows all 440 students by name and family; an educator who consistently calls faculty and students to the next level of growth; and a caring individual who understands and embodies the integration of faith and academic excellence.

The tangible evidence of *Experience the Excellence* makes SMDP a school worthy of Blue Ribbon status. The core curriculum has, in essence, been a way of life at SMDP for years: the subjects are taught holistically with reading comprehension skills as a basis for learning, and math skills and critical thinking are actively taught and engaged with creative and community-based models, culminating in 8th Graders taking the Algebra I and Earth Science Regents exams. Spanish is taught in Grades K-8, and graduates enter high school ready to take Spanish II. Standardized test scores have been consistently high over the last years. Creative expression in the students is fostered and encouraged through concerts, after-school clubs, art displays and shows, and projects which make up 20 percent of the report card grades. Technology is seamlessly integrated throughout the curriculum through a state-of-the art computer lab and smart boards in every classroom, used to reinforce and augment the daily teaching and learning experience.

The culture of excellence found at SMDP does not stop at its own doors: the school is committed to making a difference in the world in which they live by practicing the Corporal and Spiritual Works of Mercy. The community raises money for many worthwhile causes through various fundraising drives. Groups that regularly receive money, food, and/or the gift of the children’s presence are seniors, veterans, the homeless, the local SPCA, Birthright, and a sponsored orphanage in China. The children also collect school supplies and small toys that are sent to schools in Afghanistan and distributed by a SMDP armed

forces member. The children are seen leading prayers at local Knights of Columbus events, nursing homes, hospitals, and senior centers. Every family is required to perform hours of service, and many volunteer at soup kitchens and other worthy organizations.

Set in the historically rich and beautiful Hudson Valley, SMDP is located near landmarks including the home of President Franklin D. Roosevelt. Yet, at the same time, Poughkeepsie is the home of the IBM Corporation, and the school enjoys a close relationship with the company by welcoming employee volunteers in engineering, science, and computer technology. SMDP is a wonderful example of how a school can *Experience the Excellence* of yesterday and form the leaders of tomorrow.



### 1. Assessment Results:

The *Experience of Excellence* at SMDP is illustrated by the consistently high performance on standardized tests over the last five years. In fact, consistent excellence is the hallmark of standardized assessment results at SMDP. The cut scores in both ITBS and NYS Testing were exceeded in every grade this year. The principal and faculty regularly analyze the results to drive instruction and improve student learning.

Over the last five years, SMDP has administered the Iowa Test of Basic Skills to Grades 1-8 in the Spring (2007-2009) and Fall (2009-2011) and participated in the New York State testing program for Grades 4, 6 and 8 in the Spring. The New York State ELA, Math, and Science tests have been administered to Grades 4 and 8. The New York State ELA and Math tests have been administered to Grades 6. Eighth grade students also take the NYS Algebra and Earth Science Regents exams, resulting in a 100 percent pass rate. Additionally, SMDP 8th Graders take the TACHS (Test for Admission into Catholic High Schools) in November, resulting in 100 percent acceptance. SMDP students have been accepted at and have attended high schools of distinction, including Regis High School, Fordham Prep and Iona Prep.

At SMDP, the ITBS scores show the student learning in the primary and intermediate grades is consistently high and above grade level. A review of the numbers shows that there is, for the most part, a differential of less than five points from year to year. The few anomalies were addressed during the regular data analysis process in place at SMDP, a description of which is found in the next section of this application. A point of pride to SMDP is the fact that those students with challenges in recent years share in the excellence: the scores reported herein include all students. The results of the ITBS assessment tests place SMDP in the top 15 percent of schools in the nation. For more information on the ITBS test, information can be accessed at <http://www.riverpub.com/products/irm/userresources.html>.

SMDP students' performance on New York State tests is excellent. Over the last five years, SMDP students have averaged a 90 percent rate in meeting standards on the ELA test and a 91 percent rate in the Math test. In the 2009-2010 testing year, SMDP began using the NYS test in the 6th Grade with impressive results. Additionally, in that same testing year NYS began a process of changing the norms and the scoring for its tests. This year Grade 4/6/8 achievement on both ELA and Math tests places SMDP well within the top 10 percent in New York State, as evidenced by the verification attached hereto. For more information on New York State testing, the website can be found at <http://www.emsc.nysed.gov/3-8/>.

The fact that SMDP has maintained consistently high scores on standardized tests in the midst of an enrollment increase of 40 percent is a tribute to the high expectations and standards of administration and faculty. The principal has weekly meetings with each teacher and leads professional development seminars over the summer and during the year. Faculty members volunteer to in-service new teachers in the August before school begins in order to maintain the level of student learning throughout the building. In the last two years a conference day in December has been dedicated to analyzing the results of the ITBS tests to direct planning and instruction. School-wide tools – such as, word walls, math problem-solving procedure, daily maintenance drills (written and oral), problem of the day, buddy reading, etc. – create an atmosphere of excitement around learning. There is not a wasted learning moment in the classrooms and hallways at SMDP!

SMDP's motto, *Experience the Excellence*, is embodied in the performance of its students on both national and statewide standardized tests. They are evidence of an excellent instructional program, a dedicated and professional faculty and staff, and caring and supportive parents. Additionally, it is evidence of the quality of education and achievement consistent with Blue Ribbon Schools.

## **2. Using Assessment Results:**

The data garnered from standardized tests at SMDP is analyzed and used to drive instruction. Principal and faculty members adjust curriculum based on weaknesses or strengths shown in a particular class. When a student shows a need for remediation, extra help and guidance is given. Additionally, standardized tests can provide an insight into areas where growth is needed in instruction, and professional development and guidance are also given to faculty members as a result of the data.

In the last two years a conference day in December has been devoted to analyze the results of the ITBS data from October testing and to create individual and school-wide action plans. The agenda for this day begins with an overview of the school results by the principal. Time is then given to each teacher to explore weaknesses and strengths in their particular class, also focusing on each individual child's results. The faculty and staff then regroup to compare notes and see if any school-wide weaknesses or trends are present. Finally, an action plan is created based on this exploration of the data. In this way the occasional anomalies in the data were addressed and rectified in the last two years. In prior years, June conferencing was held at SMDP in the transition of class "ITBS Binders" from one teacher to the next for summer analysis and planning. These data-driven initiatives have enabled SMDP to improve student learning, approach each class and child in a proactive way, and to maintain its high level of achievement on standardized assessments.

In its mission to have every child *Experience the Excellence* at SMDP, several data-driven, student-centered practices and initiatives exist. In 1st Grade there is a reading book club. In the early childhood grades, students read to the principal on a daily basis. Math enrichment takes place every day in Grades 4-8. There is an after-school program called "Bonus Time" for struggling readers and math students. Occupational, physical and speech therapy are regular parts of some students' school day.

For the SMDP students who are performing below level, the data has given the local school district the information needed to provide resource room services. Teacher assistants are used in many of the classes to offset the impact of the high student-teacher ratio at SMDP. These assistants help the teacher give small-group attention to the struggling and the gifted and support the students in many ways. The need for small groups and extra help or assignments is first telegraphed by the standardized and teacher-made assessment results.

An important aspect of the excellent assessment results at SMDP is our parent partners in student learning. Upon receipt of the results of both ITBS and NYS assessments, the principal publishes an in-depth explanation of how to interpret the scores and meets individually with any and every parent who wishes to discuss their child's test. The community is engaged by the publication of the school's results in parish and area periodicals, congratulating the students, faculty, parents, and the many volunteers for their involvement in SMDP's success.

## **3. Sharing Lessons Learned:**

It is part of SMDP's mission, as followers of Christ, to reach out to others and share the blessings bestowed. The administration and faculty take this part of the mission very seriously and have been active in helping the neighboring and area schools.

The principal attends regular Archdiocesan meetings of the administrators that take place on a district- and diocesan-wide basis. These meetings give the principals an opportunity to share successful initiatives and plan new endeavors. Additionally, the principal has been asked to mentor new principals in the area, sharing expertise and strategies to create excellence and improve student learning. By hosting many district meetings and events, SMDP is a hub where the area schools can gather and *Experience the Excellence*.

SMDP's principal, a member of the Association for Supervision and Curriculum Development (ASCD)

and the National Association of Elementary School Principals (NAESP), has also served on several diocesan curriculum committees, the effects of which have diocesan-wide impact as its Essential Learnings curriculum is developed and refined. In addition, the school is proud to serve the children of over five public school administrators, over 10 college professors from four area colleges, and over 50 public school teachers' children. These relationships enable a fruitful exchange of best practices and practical strategies for success across the public-private sectors.

The faculty regularly participates in area conference days that give its members an opportunity to exchange successful strategies with colleagues from other schools. Faculty members have served as facilitators and group leaders at teacher professional development and scoring days in reading and math. Additionally, faculty members serve on state-wide teacher associations. For over ten years, SMDP's science teacher has given yearly presentations to the Science Teachers Association of New York State (STANYS) at its conferences in Rochester.

SMDP's success, particularly with its dramatic increase in enrollment, is a well-known and appreciated fact in the area. As a result, school and community leaders are often stopping by and calling for insight into this phenomenon. Visits, tours, conferences, and meetings are a regular part of the week at SMDP. In the midst of busy days, there is always time to respond to a request to provide help or encouragement.

#### **4. Engaging Families and Communities:**

The achievement of SMDP students is the community's achievement. The pastor, clergy, faculty, parents, parish, and community all share a common goal to provide an excellent, Catholic, faith-based education in an atmosphere warmed by the powerful presence of God. The effects of this atmosphere and culture are felt throughout the community, and the school has a number of strategies to include everyone in its success story.

Parents are integral partners in the education of SMDP students. Each year "Curriculum Nights" inform parents of any changes and/or emphases being placed on aspects of the year's course of study. Monthly PSA meetings, accessing student grades online, twice-weekly newsletters, school and individual teacher websites, emails and blasts also engage the parents as partners. New families are partnered with seasoned families to ensure a feeling of welcome and acceptance at SMDP, and a special orientation is conducted before the school year begins. Another "gem" of SMDP is its "Buddy Program" where upper-grade and lower-grade students are partnered for tutoring and mentoring.

The SMDP broader community also welcomes and encourages the students to succeed. To integrate their faith into real-life situations, SMDP students annually lead the Knights of Columbus' September 11 service. On that fateful day, SMDP relatives and a parent were in the Twin Towers, and it is important for the school to integrate prayer and hope with the painful reverberations that are still felt. Local veterans are hosted each year at a program and luncheon where the students share a glimpse of what they learned in social studies and thank them for their service to the country. The SMDP student government helps form the leaders of tomorrow who make a difference in the wider community by many outreach programs, one example being the St. Jude Research Hospital.

The community of SMDP shares in and encourages the students in many other ways as well. For example, local IBM employees come into our computer lab weekly and to the school throughout the year. Students take part in an IBM-sponsored "Engineering Week." On Saturdays students in Grades 4-5 share their scientific and technological skills by working with IBM engineers. Senior citizens serve as reading tutors, volunteers in the high-tech library, and read aloud to younger classes. "Book in a Bag" is one of the nightly exercises enjoyed by parents and children that improves student learning.

### 1. Curriculum:

The RELIGION curriculum is the foundational element of life at SMDP and is integrated across all other subjects. The Archdiocesan Guidelines to Catechesis provides a framework, based on Scripture, the *Catechism of the Catholic Church*, and the corporal and spiritual works of mercy. All students in the Archdiocese take a standardized religion final (Grades 3-8) annually, and SMDP's scores are consistently in the top 10 percent of schools in the Archdiocese.

In the READING curriculum, SMDP students receive a solid foundation in phonics. The *Reading Street* series is used from Grades K-5, which gives the school consistency in instruction. Literature is used in the middle school years as a basis for continuing the study of comprehension skills. Word study and vocabulary are an integral part of the reading class at SMDP in all grades.

The core curriculum has been in practice at SMDP for years, and the LANGUAGE ARTS class is one example of this. Assessments in language arts are conducted in writing done in science, reading, math, social studies and religion. In Grades 6-8 term papers are written, preparing the SMDP student for high school and college. Other skills – such as, grammar, writing mechanics, writing in various genres, journaling, listening, and speaking – are honed regularly by the classroom teacher.

The SMDP student excels at MATH, as evidenced by the standardized assessments. Using smart board technology, manipulatives, critical thinking, and higher-order thinking, students solve problems that can relate to every day life. Daily maintenance drills in computation are conducted school-wide. High achievers and gifted students in Grades 4-8 are fast-tracked so that they take Algebra I in 8th Grade. The SMDP pass rate for the Algebra Regents exam is 100 percent in the last four years.

The SCIENCE program at SMDP is hands-on and incorporates classroom study, lab experiments and reports, and smart board resources. There is an on-site “Wetlands Study Program,” a hands-on weather reporting station, and there are always plants being grown and observed throughout the building. SMDP students achieve excellent scores on the NYS Science tests and the NYS Earth Science Regents exam.

In accordance with the core curriculum, the foundational skills needed for SOCIAL STUDIES are taught in the primary and intermediate grades: map reading, sense of community, geographic understanding, and home-state knowledge. In Grades 6-8, World and U.S. History are studied.

SPANISH is studied from K-8. In Grades 5-8, extra classes are added every week, and SMDP graduates enter high school ready to take Spanish II. Thus, SMDP exceeds the requirements for the program's foreign language study.

TECHNOLOGY is used at SMDP across the curriculum. Projects in all subject areas are created and produced in the computer lab with the collaboration between the computer instructor and subject teachers.

The weekly MUSIC class focuses on basic music theory, singing, and playing the recorder. Concerts are performed 3-5 times each year. Additionally, over 90 students participate in weekly band classes and bi-annual concerts. A jazz ensemble gives SMDP a rich musical cultural experience.

The ART curriculum uses many different media and is driven by seasons and educational themes in conjunction with the classroom teacher. Its success is demonstrated by the fact that many of SMDP students every year enter and win county- and state-wide contests.

PHYSICAL EDUCATION at SMDP includes physical fitness, team sports, interactive games, gross

motor skills, and targeted training for sports, such as, basketball, baseball, etc. As students interact, values integration can occur in real-life situations. Intramural sports are offered every Thursday after the school day, including football, floor hockey, soccer, and kickball.

## **2. Reading/English:**

The reading program at SMDP enables the child to take a journey. Through reading she/he can visit places she/he has only heard about; explore places in the past, present, and future; create places that exist only in the imagination; and find meanings to life that exist on the pages of the classics. The goal of the SMDP reading program is to create independent, successful, life-long readers who enjoy all that reading has to offer as they read for understanding and pleasure.

SMDP begins the reading journey in the early grades. Pre-readers regularly visit the library to enjoy books, songs, finger plays, and craft-making as they are introduced to the joy of reading. For Grades K-1, the principal is a visible, active part of the reading experience. Time is set aside every day for students to visit and read to her. This special time is rewarded with a certificate and a selection from the principal's "prize box" in appreciation for sharing the journey of the book together.

In order to achieve consistency, classroom instruction is supplemented in Grades K-5 by the Scott Foresman *Reading Street* series. Teachers focus on phonemic awareness, alphabet and word recognition, spelling/vocabulary development and journaling. Baseline and teacher-made assessments help form small groups for daily instruction and focus on individual needs. As students progress, emphasis moves from decoding to comprehension and fluency, using graphic organizers, journaling, read-alouds, etc. Augmenting these strategies are trade and chapter books, focusing on comprehension skills, e.g., visualizing, inferring, interpreting expository text, and predicting.

The middle school reading program examines elements of literature in all genres and uses Prentice Hall *Literature Series* as a tool for instruction and development of reading skills needed throughout life. Students analyze and evaluate texts, and critical reading/thinking skills are taught through planned questioning. Reading comprehension skills are enforced through literature circles and smart boards in every classroom.

So every student can take the reading journey, SMDP has in place creative and productive ways to help struggling readers: Sydney, a dog who is a certified "reading therapist," visits every Thursday so students can snuggle and read aloud to him. "Bonus Time" is an after-school program where teachers volunteer to help improve student reading. The SMDP book club meets Mondays after school. Seniors visit weekly and serve as reading tutors. Additionally, faculty members constantly explore ways in small-group instruction to address the particular needs of their students.

## **3. Mathematics:**

The SMDP Math Curriculum mirrors the NYS Mathematics Standards. Specifically, the math program focuses on three components: conceptual understanding, procedural fluency, and problem solving. At all grade levels, the five main content strands of geometry, number sense and operation, statistics measurement and algebra are included. SMDP meets the individual needs of all students by providing both remediation and advancement at all grade levels.

For Grades 4-8, teachers stay after school to provide extra math help. This "bonus time" provides students an opportunity to address weaknesses in a more private and less intimidating environment. In all grades daily small group instruction and reinforcement is given to address individual weaknesses. Recently, the length of math instruction has increased from 40 minutes to one hour. In all grades, daily maintenance sheets, problems of the day, math journals, and daily oral drills help to strengthen math skills, reinforce previous curriculum covered, and enable students to master basic math computation that is the building block for advanced math concepts.

Teachers use multiple instructional techniques to enhance student learning, including large and small group instruction, math drills, problem solving, cooperative and independent work, manipulatives, and smart board technology. Review of math facts, math vocabulary, critical thinking and basic reading skills are used to solve simple and complex problems in real world contexts. SMDP also holds a school-wide “Fact Day” to insure accuracy of the basic math facts, and math vocabulary walls are visible throughout the school building. The school has Family Enrichment Nights focusing on mathematics.

Math is integrated in all subjects. In earlier grades, math is included in the reading curriculum and taught by using storybooks, trade books, visuals, and manipulation of concrete objects. In social studies, students are required to interpret time lines, analyze data tables and charts, and read graphs. In science, the students are required to use percentages, solve equations, interpret time, read graphs and data tables, and utilize scientific notation.

SMDP has advancement opportunities for the stronger math students. In Grades K-3, students use small group instruction as well as technology to challenge the more advanced math student. In Grades 4-8 students are divided into regular and advanced levels, determined by analysis of standardized and teacher-made assessments. Students in the advanced class in Grade 8 take the Algebra Regents exam. This prepares the students for high school and college by allowing them to receive high school math credit.

#### **4. Additional Curriculum Area:**

In addition to the excellent reading and math programs at SMDP, the science program embodies the motto, *Experience the Excellence*. Science instruction at SMDP is a STEM (Science, Technology, Engineering, Math) based, hands-on initiative that addresses all multiple learning strategies. Integration of science with other curricula, especially mathematics and language arts, is a prominent feature of the curriculum. Teachers strive to provide students with hands-on, exploratory activities. A state-of-the-art science lab featuring SMART technology, digital microscopy, laptop computers for all students, as well as a wide array of discipline-specific science materials, supports hands-on and inquiry science activity in Grades 5-8. This is supported by a multi-purpose room that is well equipped and functions as a science lab for students in Grades PK-4.

Integration of hands-on science with language arts is achieved at all levels of instruction. The primary grades use various websites and interactive software, the *Harcourt Science* series, field trips, as well as trade books that continue and refine the new Core Curriculum. Intermediate level students participate and win awards in school- and county-wide Science Fairs that provide them with the opportunity to showcase inquiry science and engineering work, as well as teaching research and technical report writing skills. Science is integrated with math through the use of age-appropriate data manipulation, aligned with NYS math learning standards, as well as hands-on activities that feature measurement, prediction, sequencing, and graphing.

The school campus grounds also support real-world science. An analog weather station is permanently installed near the school building for use by all students in all grades. Federally-protected wetlands are located on the school grounds and are used by the students during our “Wetlands Study Program.” Student exploration of wetlands biodiversity is facilitated by digital microscopy and SMART technology. Additionally, our students visit the wetlands to learn about the protection and conservation of our environment as they explore this real-world problem and discuss and implement solutions.

The science program culminates with the 8th grade NYS Regents Earth Science test. This prepares students for high school and college by allowing them to achieve high school credit in science. Because our program entails a comprehensive lab component, including a lab report writing requirement, students graduating from this program excel in high school science programs due to their enhanced qualifications in science process skills, data manipulation and technical writing skills.

## **5. Instructional Methods:**

As you enter the classrooms of SMDP you will *Experience the Excellence* through an array of instructional methods taking place at any one time throughout the day. In the core curriculum subjects, teachers use pre and post assessments to evaluate student progress and to prepare appropriate lesson plans. Because each child learns differently, teachers use these results, as well as standardized and state tests, teacher observation, classroom work, and teacher assessment to select various instructional methods to engage and inspire all children to be successful learners. Objectives are implemented with the aid of various technical tools including interactive smart board technology, laptop computers, desktop computers, SAFARI video program, content-area software, web searches and websites, PowerPoint presentations, an abundance of manipulatives, and assorted visual aids.

Along with whole group and small group instruction, students can be seen engaging in live video lessons on the web as well as on SMDP's in-house network, reflective discussions, cooperative learning activities, computer based projects, observing, investigating, drawing inferences from data and forming hypotheses, case studies, lectures, oral and written daily drill and practice, science fairs, role-playing, demonstrations, model building, research projects, computer assisted learning, story-telling, journaling, educational games, guest speakers, assembly programs, and various field trips to reinforce the materials covered in class that expose them to new media.

SMDP excels at serving the varied educational needs of all its students. Students with an Individualized Educational Plan (IEP) receive on-site resource room instruction, occupational and physical therapy sessions, and speech and language classes. In Grades K-5 small group instruction in reading and mathematics helps to provide extra support to students. Weekly tutoring given by retired educators also helps to support the struggling student, and additional classes in reading and mathematics are also given after the school day by our faculty so that specific skills can be reinforced in a less intimidating environment. Honors mathematics classes are provided to students in Grades 5-8 and advanced literature groups begin in Grade 4.

To further engage the parents as partners in the education of their children, SMDP provides its parents with Family Enrichment Nights that focus on mathematics, science, and language arts. On these evenings, parents and their children work cooperatively in various activities to reinforce and further explore materials covered in the daily curriculum as they partner in the quest for excellence in the education of each student at SMDP.

## **6. Professional Development:**

Professional development, an essential tool to an educator's growth and an integral facet that impacts student success, is in abundance at SMDP. Listed below are just a few of the superior professional development speakers and workshops that have been a part of SMDP's lifelong learning experiences:

- Dr. Paul Beaudin, Professor at Iona college
- Dr. Mary Jane Krebbs, Professor at St. John's University
- Sr. Carol Cimino, nationally known educator and speaker
- Sr. Remigia Kushner, Head of the Education Department at Manhattan College
- Sr. Mary Ann Jacobs, Professor at Manhattan College
- Dr. Jean Feldman, nationally known speaker and educator
- *Understanding by Design* workshops
- Core Curriculum Training
- Catapult Learning for Literacy workshops
- Technology in Education weekly summer workshop attended by six teachers

The greatest indication of commitment to professional development at SMDP is in the area of technology. Being a school of the 21st century, SMDP employs a technology educator/coach from IBM who comes in twice-a-week to work with the teachers to develop their proficiency at integrating technology into the classroom. Working with each teacher and student, modeling and helping to develop cross-curricular plans, the SMDP teachers are able to infuse technology into all areas of the curriculum daily. The results of this commitment of time, expense, and effort is another example of the continued drive to be abreast of the latest advances in education that will assist student learning and performance at SMDP.

SMDP teachers participate in Archdiocesan conference days that have included core curriculum training, literacy workshops, formative assessment, various religion topics, curriculum mapping, guided reading, writing workshops, and differentiated instruction. Additionally, the Archdiocese requires religious education teachers to obtain levels of catechetical certification by attending workshops on Catholic teaching and faith formation. The school's consistently superior test scores attest to the benefit of continuing professional development in this area. Archdiocesan Catechist Certification for Level I is 100 percent among the SMDP faculty. Level II certification is over two-thirds.

SMDP has successfully participated in the Middle States accreditation process and does annual reviews that have been an integral part in establishing, achieving, and maintaining strategic goals for the school's future. SMDP faculty members have been presenters for various professional development workshops in the Archdiocese of New York as well as the National Science Teachers Association.

## **7. School Leadership:**

Leadership at SMDP begins with the collaboration of the pastor and the principal. The pastor of SMDP is an experienced educator himself and a former Catholic high school president. He is deeply committed to the mission of Catholic education and the vision of academic and spiritual excellence that has flourished at SMDP under its principal.

The principal is an instructional leader, *par excellence*, and has a 16-year history of improving and leading schools. She works tirelessly on all facets of life at SMDP, and her knowledge of and care for each student and family demonstrates the integration of academics and spirituality. As a true school building leader, the principal is responsible for empowering her faculty to lead their students and perform their duties with the SMDP's motto in mind: *Experience the Excellence*. As instructional leader, the principal holds weekly meetings with each faculty member and grade-level meetings to review curriculum, instruction, and classroom management. Supervision is an integral part of the role of principal, and includes formal and informal observations, leading book studies, and reviewing plan books. The principal regularly leads prayer services and exhorts the entire learning community – including the parents – to keep the momentum of SMDP moving forward.

Educating the leaders of tomorrow requires the entire faculty and staff at SMDP to lead by example. Indeed, the entire educational community approaches its vocation seriously, and in every classroom are examples of true leaders, taking Christ as their model. Through the example of the master teachers in front of and beside them, the children of SMDP are nurtured and encouraged to reach their potential. The learning community of SMDP is a role model for the students.

The collaboration of pastor and principal is one of the beauties of Catholic education. One illustration of this happened several years ago when, at the end-of-year meeting, the pastor asked the principal what the school needed. The answer was, "Smart boards in every classroom." The pastor met with the parish finance director and found where they could make the sacrifices so that the school could move forward in the 21st Century. Smart boards were installed in every classroom, teachers gave up parts of their summer to take courses and training, and the students walked into classrooms in September outfitted with the latest technology. Working together, pastor, principal, faculty, finance director, and parents are visionary educational leaders who set and achieve educational goals.



## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3750</u>	<u>\$3750</u>	<u>\$3750</u>	<u>\$3750</u>	<u>\$3750</u>	<u>\$3750</u>
K	1st	2nd	3rd	4th	5th
<u>\$3750</u>	<u>\$3750</u>	<u>\$3750</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4655

5. What is the average financial aid per student? \$905

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
19%

7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
100%

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Math

Edition/Publication Year: per testing year Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	92	62	100	96	92
Meeting Standards with Distinction	33	12	42	11	24
Number of students tested	36	34	26	27	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>2. African American Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>5. English Language Learner Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>6.</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>NOTES:</b>					

12PV225

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ELA

Edition/Publication Year: per testing year Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	94	95	96	89	85
Meeting Standards with Distinction	14	12	8	4	15
Number of students tested	36	33	26	26	27
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>2. African American Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>5. English Language Learner Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>6.</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Math

Edition/Publication Year: per testing year Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May			
<b>SCHOOL SCORES</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	88	90			
Meeting Standards with Distinction	41	57			
Number of students tested	32	30			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>2. African American Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>5. English Language Learner Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>6.</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>NOTES:</b> The school began using NYS testing for 6th Grade in 2009-2010.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6      Test: ELA

Edition/Publication Year: per testing year Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May			
<b>SCHOOL SCORES</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	88	97			
Meeting Standards with Distinction	3	13			
Number of students tested	32	30			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>2. African American Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>5. English Language Learner Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>6.</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>NOTES:</b> The school began using New York State testing for 6th Grade in 2009-2010.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Math

Edition/Publication Year: per testing year Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	91	79	88	91	95
Meeting Standards with Distinction	31	32	24	21	32
Number of students tested	35	34	29	33	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>2. African American Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>5. English Language Learner Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>6.</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: ELA

Edition/Publication Year: per testing year Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	77	95	94	91	93
Meeting Standards with Distinction	9	21	28	3	8
Number of students tested	35	34	29	33	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>2. African American Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>5. English Language Learner Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>6.</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"					
Meeting Standards with Distinction					
Number of students tested					
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	90	76	93	93	93
Meeting Standards with Distinction	34	32	32	16	28
Number of students tested	103	98	55	60	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	86	95	94	90	88
Meeting Standards with Distinction	8	15	18	3	11
Number of students tested	103	97	55	59	53
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
"Meeting Standards" plus "Meeting Standards with Distinction"	0	0	0	0	0
Meeting Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12PV225

## PART VII - ASSESSMENT RESULTS

### NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	81	77	80	75
Number of students tested	31	35	31	25	21
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				4	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV225

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	75	76	78	71
Number of students tested	33	35	31	25	21
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				4	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV225

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	72	88	77	84
Number of students tested	36	33	25	26	30
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				4	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV225

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	78	87	80	85
Number of students tested	36	33	25	26	30
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				4	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	77	76	73	83
Number of students tested	36	26	26	29	27
Percent of total students tested	100	100	100	94	100
Number of students alternatively assessed				2	
Percent of students alternatively assessed				6	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	87	81	79	83
Number of students tested	36	26	26	29	27
Percent of total students tested	100	100	100	94	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	79	73	76	89
Number of students tested	31	30	31	33	28
Percent of total students tested	100	100	94	94	100
Number of students alternatively assessed			2	2	
Percent of students alternatively assessed			7	7	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	75	75	78	81
Number of students tested	31	30	31	33	28
Percent of total students tested	100	100	94	94	100
Number of students alternatively assessed			2	2	
Percent of students alternatively assessed			6	6	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	71	74	68	85
Number of students tested	32	35	35	28	28
Percent of total students tested	100	100	100	93	100
Number of students alternatively assessed				2	
Percent of students alternatively assessed				7	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	75	82	82	85
Number of students tested	32	35	35	28	28
Percent of total students tested	100	100	100	93	100
Number of students alternatively assessed				2	
Percent of students alternatively assessed				7	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	73	74	74	78	75
Number of students tested	35	34	25	33	24
Percent of total students tested	100	100	86	100	100
Number of students alternatively assessed			4		
Percent of students alternatively assessed			14		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: ITBS

Edition/Publication Year: 2001 with 2005 Norms Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	84	85	84	88
Number of students tested	35	34	25	33	24
Percent of total students tested	100	100	86	100	100
Number of students alternatively assessed			4		
Percent of students alternatively assessed			14		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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